


^{4.}
AD IOANNEM
DELPHINVM
VICETINVM EPISCOPVM
CREATVM.
VIRGILIOCENTO
FR. POLÆ IVREC.



VERONÆ,
* EX OFFICINA ANGELI TAMI. *
cdo cl ciii.

THE
NATIONAL
INSTITUTE
OF
EDUCATION
WASHINGTON, D. C.

U. S. GOVERNMENT PRINTING OFFICE
1917

9.ecl.  ANTANTES sublimè ferant ad sidera 6.ecl.

10.æn. Musa

10.æn. Fatidicæ Mantus, dulces antè omnia 2.ge.

Musa,

3.æn. DELPHINVM, certent Phœbum superare, canendo 5.ecl.

1.æn. Insignem pietate virum, noua regna petentem, 1.æn.

1.æn. Flagrantesq; Dei vultus, sedemq; sacratam, 1.æn.

1.æn. Pallamq;, & pictum croceo velamen Acantho.

2.ge. Tuq; ades, incèptaq; vnà hâc sine tēpora circùm 8.æn.

Inter VICTRICES hederam tibi serpere palmas; 3.ge.

3.æn. Da Pater augurium, atq; animis illabere nostris.

8.æn. Stabat pro templo, & Capitolia celsa tenebat

4.æn. Regnator, cui tanta Deo permissa potestas 9.æn.

7.æn. Tyrrhenum ad Tybrim; qui res hominumquē, 1.æn.

Desimq;

Æternis regit imperijs; protentus in OCTO 1.ge.

1.æn. Romanos rerum dominos, CLEMENTIA Diuūm 2.æn.

1.æn. Donat habere quibus magnum, & memorabile 2.æn.

nomen.

8.æn. Ecce autē ammisso fluitantem errare magistro 5.æn.

6.æn. Cernit ibi (sortemq; animo miseratus iniquam) 6.æn.

4.æn. Urbem præclaram, tardis vbi flexibus errat 2.ge.

3.æn. Inter opima virūm, & leni fluit agmine RERON; 4.ge.

7.æn. At parte ex aliâ cœlo gratissimus amnis 8.æn.

1.æn. It mare præruptum, simulato nomine BACCHI; 7.æn.

8.æn. Testaturq; locum tantæ VICTORIA curæ 3.ge.

6.æn. VINCIAM, hunc ipsum vitæ mortalis honorem: 1.æn.

- 7.æn. Multi illam magno è Latio, totâq; petebant
Aufoniâ ; geniti diuerſis partibus orbis ; 12.æn.
- 6.æn. Magnanimi Heroesq; oēs Superâ alta tenentes ; 6.æn.
- 8.æn. Flos veterum, virtusq; virum. Atq; hinc maxi- 5.æn.
ma porro
- 3.ge. (Nec mora, nec reges) SANCTO certamina PATRI, 5.æn.
- x.æn. Quemue petat, quēue ipſe ferat examine multo, 4.ge.
- x.æn. Quem ſibi conciliet, ſuperum quē ſignet honore. 6.æn.
- 3.ge. Ergo omni ſtudio, atq; omni nūc arte magiſtrâ 8.æn.
- 1.æn. Incumbit, facilesq; oculos fert omnia circum, 8.æn.
- 9.æn. Si quis, cui virtus, animusq; in pectore præſens. 5.æn.
- 9.æn. Lumina rara micant, mereant quæ laude coronâ. 5.æn.
- 6.æn. Hic illi occurrit, clarâq; in luce refulſit. 1.æn.
- 1.æn. Primus ibi antè omnes, quo non præſtâtior alter, 6.æn.
- 9.æn. DELPHINVS, quē in ſpem ſtatuit ſubmittere gēris 3.ge.
- 2.æn. Præcipuè, & ſocium ſummis adiungere rebus. 9.æn.
- 4.æn. Multa viri virtus animo, multusq; recurſat
Gentis honos, rerum fato prudentia maior ; 1.ge.
- xi.æn. Multa virum meritis ſuſtentat fama trophæis,
- 5.æn. Hic annis grauis, atq; animo maturus auito, 7.æn.
- xi.æn. Largus opum, & linguâ melior; iuſtiſſimus vnus; 2.æn.
- 5.ecl. Semper conſilijſ habitus non futilis auctor ; xi.æn.
- 2.ge. Et patiens operum, fortunatusq; laborum, xi.æn.
- Egregiusq; animi ; ſua terris didita fama ; 8.æn.
- 1.æn. Se quoq; principibus permixtū agnouit in vrbe, 2.æn.
- 1.æn. Quos inter medius vēnit, quibus ordine longo 1.æn.
- 7.æn. Cura datur Diui effigies ; & templa tueri 7.æn.

2. ẽn. Cœlicolæ magni, villosi pelle Leonis 8. ẽn.
 7. ẽn. Insignis, magnorũ haud unquã indignus auorũ, 12. ẽn.
 1. ẽn. Apparent rari nantes in gurgite vitæ 4. ecl.
 5. ẽn. DELPHINVM similes, qui, per maria humida nati, 5. ecl.
 7. ẽn. Semine ab ætherio vitam excoluerẽ per artes; 6. ẽn.
 6. ẽn. Quiq; sacerdotes casti, Pæana canentes, 6. ẽn.
 5. ẽn. Pumiceis ibant euincti tempora tænis;
 1. ẽn. Qui mare, qui terras omni ditione tenebant, 8. ẽn.
 5. ẽn. Ductores longè effulgent, sceptrisq; potiti; 4. æn.
 1. ẽn. Multa quoq; & bello passi, dũ, bella mouentes, 6. æn.
 1. ẽn. Illyricos penetrare sinus cũ puppibus instant, 8. æn.
 x. ẽn. Sternere cæde viros, & mœnia cingere flammis
 12. ẽn. Pœoniũm; penitus seseque in bella remittunt: 12. ẽn.
 1. ẽn. Haud ignota loquor, clari DELPHINES in orbe. 8. æn.
 3. ge. His animaduersis instat Rex ipse Latinus, 12. ẽn.
 12. ẽn. Vestigatque virum longè, nitèq; reperto 6. æn.
 3. ge. Continuò rumpit vocem, atq; hunc destinat arc, 2. æn.
 7. ẽn. Pastorale canit signum, pecorisque magistrum 2. ge.
 5. ẽn. Declarat, viridiq; aduelat tempora mitrâ: 2. æn.
 8. ẽn. Tũm Pater æterno fatur deuictus amore.
 1. ge. Adsis ò, cape sacra manu; patriosque penates, 2. æn.
 3. ẽn. Delectos populi proceres, sanctumq; Senatum, 1. æn.
 8. ẽn. Cognatosq; patres, & dulcia limina muta: 2. ge.
 2. ẽn. Sat patriæ, Priamoq; datum certamine summo: 5. æn.
 3. ẽn. Mutandæ sedes; non hæc tibi littora sedes; 6. æn.
 12. ẽn. Maior agit Deus, atq; opera ad maiora remittit.
 1. ge. Iàm pridem nobis Cœli te regia aperti 12. ẽn.

Inui-

1. ge. Inuidet, atq; hominū queritur curare triumphos:
 5. æn. Cede Deo tanto monitu, imperioque Deorum; 5. æn.
 8. æn. Accipe, daq; fidem non inferiora secutus, 6. æn.
 8. æn. Hic tibi certa domus, certi, ne absiste, penates.
 xi. æn. Dicam equidem, (nam, te maioribus ire per altū 3. æn.
 Auspicijs, manifesta fides, per sidera testor,) 3. æn.
 x. æn. Hoc virtutis opus, meritis vacat hic tibi solus, xi. æn.
 Fortunęq; locus? non. iam, quę incepta parauī, 4. æn.
 4. æn. Perficere est animus, dū spiritus hos regat artus. 4. æn.
 6. æn. Te quoq; magna manēt regni penetralia nostri,
 6. æn. Conciliumq; vocat; Tyrio conspectus in ostro 3. ge.
 2. æn. Noster eris, famę meritò pars maxima nostrę. 2. ge.
 6. æn. Tuque inuade viā Tyberini ad fluminis vndam x. æn.
 4. æn. Dijs quidē auspicibus, gressumq; ad mēnia tēde. 1. æn.
 9. æn. Sic memorat, vocemq; premit, nec plura locutus. 7. æn.
 6. æn. Atque hīc respōsum paucis his reddidit Heros.
 5. æn. Salve SANCTE PARENS, rerū cui sūma potestas: x. æn.
 4. æn. Quid sequimur? quòue ire iubes? vbi ponere sedes? 3. æn.
 2. æn. Principio, haud equidem tali me dignor honore: 1. æn.
 1. æn. Non opis est nostrę grates persolvere dignas; 1. æn.
 5. æn. Interea meriti tanti non immemor vnquam. 9. æn.
 x. æn. Debueram patrię vitam pro laude pacisci, 5. æn.
 xi. æn. Et vellem, & fuerat melius pro nomine tanto: 8. æn.
 3. æn. Relligio, & cuncti suaserunt numine Diui
 2. æn. Deseruisse rates, dulcesque relinquere terras 4. æn.
 7. æn. Cœlestum vis magna iubet; fortuna ferenda est. 5. æn.
 2. æn. Sic ò sic positum; nunc & Ioue missus ab alto, 4. æn.

Inter-

Interpres Diuūm, celeres mandata per auras 4.æn.

Detulit; ipse Deum manifesto in lumine cerno: 2.æn.

2.æn. Cedo equidem, neu præceptis parere recuso. 2.æn.

12.æn. Esto nunc Sol testis, & hæc mihi terra precanti,

9.æn. Vos, quibus imperiū pelagi, quorū æquora curro, 5.æn.

12.æn. Propter quos tantos potui perferre labores,

3.æn. Littora iām patrię lachrimās, portusq; relinquo.

9.æn. At, tu magne Pater, veniam quòcunque vocāris, 3.ecl.

9.æn. Te superesse velit, terras qui numine torquet, 4.æn.

x.ecl. Dūm tenera attendent simæ virgulta capellæ;

xi.æn. Da deinde auxiliū Pater, atque hæc omina firma.

1.æn. Talia voce refert, cumulatque altaria donis: xi.æn.

1.ge. Continuò ingenti sonuerunt omnia plausu. 5.æn.

9.æn. Sed vos, ò lecti, VICTRICIAque arma secuti, 3.æn.

8.æn. Gens bello præclara, genus quæ ducis OLYMPO, 6.æn.

6.æn. Huius in aduentu solennes ducere pompas 2.ge.

6.æn. Discite; lætitiâ voces ad sydera iactent 5.æn.

Intonsi montes, resonet clamoribus æther, 5.æn.

8.æn. Lætitiâ, ludisque viæ, plausuque resulent. 5.æn.



1. The first part of the paper discusses the importance of the study of the history of the United States. It is argued that a knowledge of the past is essential for a full understanding of the present and for the development of a sound policy for the future. The author points out that the study of history is not only a means of satisfying a natural curiosity about the past, but also a means of developing a sense of responsibility for the future. He concludes that the study of history is a necessary part of a liberal education and that it should be made a compulsory part of the curriculum of all schools and colleges.

2. The second part of the paper discusses the importance of the study of the history of the United States. It is argued that a knowledge of the past is essential for a full understanding of the present and for the development of a sound policy for the future. The author points out that the study of history is not only a means of satisfying a natural curiosity about the past, but also a means of developing a sense of responsibility for the future. He concludes that the study of history is a necessary part of a liberal education and that it should be made a compulsory part of the curriculum of all schools and colleges.

3. The third part of the paper discusses the importance of the study of the history of the United States. It is argued that a knowledge of the past is essential for a full understanding of the present and for the development of a sound policy for the future. The author points out that the study of history is not only a means of satisfying a natural curiosity about the past, but also a means of developing a sense of responsibility for the future. He concludes that the study of history is a necessary part of a liberal education and that it should be made a compulsory part of the curriculum of all schools and colleges.

4. The fourth part of the paper discusses the importance of the study of the history of the United States. It is argued that a knowledge of the past is essential for a full understanding of the present and for the development of a sound policy for the future. The author points out that the study of history is not only a means of satisfying a natural curiosity about the past, but also a means of developing a sense of responsibility for the future. He concludes that the study of history is a necessary part of a liberal education and that it should be made a compulsory part of the curriculum of all schools and colleges.

5. The fifth part of the paper discusses the importance of the study of the history of the United States. It is argued that a knowledge of the past is essential for a full understanding of the present and for the development of a sound policy for the future. The author points out that the study of history is not only a means of satisfying a natural curiosity about the past, but also a means of developing a sense of responsibility for the future. He concludes that the study of history is a necessary part of a liberal education and that it should be made a compulsory part of the curriculum of all schools and colleges.

100
101
102

103
104

105
106
107
108
109
110
111
112

1999

• •

10

179

132

10

• • •

1990

...

[illegible]

100

• • • • •

• • •

19

1. The first part of the paper discusses the importance of the study.
 2. The second part discusses the methodology used in the study.
 3. The third part discusses the results of the study.
 4. The fourth part discusses the conclusions of the study.
 5. The fifth part discusses the implications of the study.
 6. The sixth part discusses the limitations of the study.
 7. The seventh part discusses the future research.
 8. The eighth part discusses the acknowledgments.
 9. The ninth part discusses the references.
 10. The tenth part discusses the appendices.

